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ABSTRACT

A review of traditional scheduling patterns and problems which arise from inflexible, lockstep systems leads to an examination of the seven-period day. Charts illustrate the concept of the "floating" period. The author then discusses: (1) flexible modular scheduling; (2) large, intermediate, and small group instruction; and (3) individual and independent study. Specific reference is made to programs making use of learning packages, e.g. Minipacs, Unipacs, and Learning Activity Pacs. A departure from other kinds of flexible scheduling, called "demand" scheduling, is reviewed. Problems and advantages of flexible scheduling are enumerated. Concluding remarks focus on student achievement, special needs, the teacher, and the quarter or semester plan. An appendix presents recommendations and suggestions of the Conference on Flexible Scheduling and Foreign Language Teaching. (RL)

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New Scheduling Patterns And The Foreign Language Teacher

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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NEW SCHEDULING PATTERNS AND THE FOREIGN LANGUAGE TEACHER

The Traditional Schedule

For years the average American high school student has attended classes on a schedule that prescribed six 55 minute periods per day for nine months of the year. This period of subject exposure, or "seat time," except in extreme cases of nonachievement, automatically qualified the learner to advance to the next level of school work. Generally it was believed that all learners should remain in their assigned classrooms for each full period and that they should spend approximately 40 minutes in recitation and 15 minutes in supervised study. The traditional schedule was, in practice, a lockstep approach to education, except for desultory efforts directed to the development of enrichment activities for the brighter students.

The traditional schedule (see figure 1) limited the study of foreign languages. In a full school day, foreign languages have had an uphill struggle to regain a place in the secondary school curriculum. What should the student give up in order to take a foreign language? This question is not easily answered either by the student, the parent, the administrator, or even the foreign language teacher. Once a student has begun the foreign language sequence, he has to decide yearly whether he can justify continuing learning the language because it requires a large time investment. Surveys of enrollments show a horrendous drop after the first and second years of study and indicate the intense competition for the students' time.[1]

In the junior high school, many teachers believe that classes scheduled for 55 minutes are too long for the limited attention span of seventh and eighth grade students. Both junior and senior high school teachers frequently state that leading 55 minutes of audio-lingual practice is physically debilitating for themselves especially when it is repeated five times daily in a typical teacher assignment.

The language teacher in the traditional schedule desires the opportunity to engage a small group of his 30 students in a conversation and draw out the timid child, who will not venture a word when 30 or more students are listening.

Under the traditional schedule, if small numbers of students wish to enroll in third and fourth year classes, the teacher often finds that the students have to be programmed with other students at another level into a combined class. The result makes both students and teacher unhappy.

Finally, as Scherer pointed out, the use of the language laboratory under traditional scheduling is not satisfactory, for the lab usually has to be used during the foreign language class period or not at all.[2]

Foreign languages have not been the only subjects that have suffered from scheduling rigidity, and at the beginning of the 1960's some educators began to propose different models for scheduling the school day. We will examine a number of these.

The Seven-period Day

In order to give students the opportunity to take a wider variety of subjects, some schools have introduced the seven-period day, which the schedule makers arrange in two ways. In the first case they shorten all periods from 55 minutes to 45 minutes and thereby create time for an additional class. In the second way they create a seventh period by retaining the standard 55 minute period length, but they schedule each class

FIGURE 1 – Conventional Schedule A for Junior High School

	M	T	W	T	F
I	ENG.	ENG.	ENG.	ENG.	ENG.
II	S.S.	S.S.	S.S.	S.S.	S.S.
III	MATH	MATH	MATH	MATH	MATH
IV	IND. ARTS or HOME EC.	IND. ARTS or HOME EC.	IND. ARTS or HOME EC.	IND. ARTS or HOME EC.	IND. ARTS or HOME EC.
	SCI.	SCI.	SCI.	SCI.	SCI.
V	PHYSICAL EDUCATION	PHYSICAL EDUCATION	HEALTH	PHYSICAL EDUCATION	PHYSICAL EDUCATION
VI	ART	MUSIC	ART	MUSIC	ART

*Ind. Arts for boys – 5 days per wk. – 1 semester
Home Ec. for girls – 5 days per wk. – 1 semester
Science for boys and girls – 5 days per wk. – 1 semester (Required)

for four, instead of five, days each week. The seventh period "floats," that is, it moves from period to period during the week. In this schedule each day has six periods, but over a week the student attends classes in as many subjects as he would if he were scheduled for a true seven-period day (see figure 2). A school that reports using this second schedule is Ramsey Junior High School in Minneapolis, Minnesota. Hoye reports that enrollments nearly tripled over a five-year period as a result of this kind of scheduling. The seven-period schedule offers no other automatic advantages over the six-period day.[3]

Flexible Modular Scheduling

The modular schedule divides up the typical six hour day into small modules, usually 15 to 30 minutes in length. Departments are expected to reexamine their teaching strategies to determine the following:

1. which subject matter can be learned by large numbers of learners simultaneously (large group),
2. which subject matter is suitable for groups of about 30 (intermediate group),
3. which subject matter is appropriate for 15 or fewer (small group),

FIGURE 2 – Sample Multiple Schedule B

	M	T	W	T	F
I	FOREIGN LANGUAGE	ENG.	ENG.	ENG.	ENG.
II	S.S.	FOREIGN LANGUAGE	S.S.	S.S.	S.S.
III	MATH	MATH	FOREIGN LANGUAGE	MATH	MATH
IV	IND. ARTS or HOME ED.	IND. ARTS or HOME EC.	IND. ARTS or HOME EC.	IND. ARTS or HOME EC.	IND. ARTS or HOME EC.
	SCI.	SCI.	SCI.	SCI.	SCI.
V	PHYSICAL EDUCATION	PHYSICAL EDUCATION	HEALTH	PHYSICAL EDUCATION	PHYSICAL EDUCATION
VI	ART	MUSIC	ART	MUSIC	FOREIGN LANGUAGE

4. which subject matter requires a one-to-one relationship between teacher and learner (individual instruction) and
5. which subject matter the student can learn on his own (independent study).

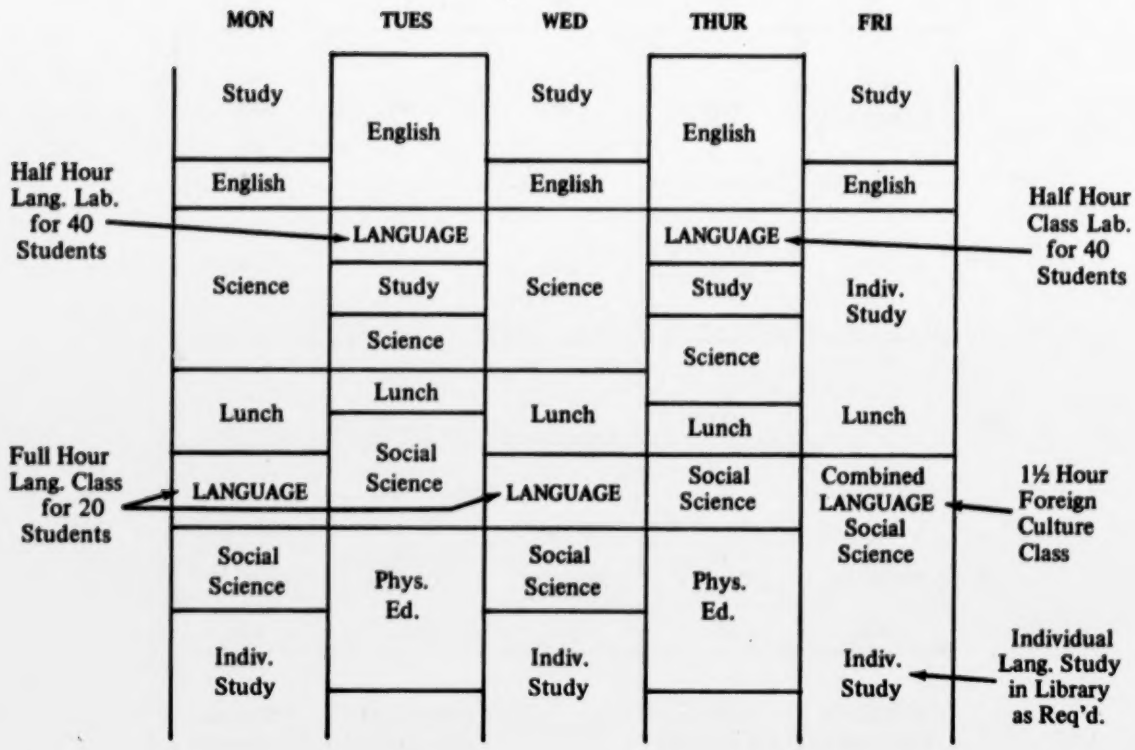
After the department has determined this, it requests a suitable number of modules for each mode of learning. Thus, the foreign language department may request three mods for a large group on Monday, two mods for intermediate groups on Tuesday, and two mods for small groups on Wednesday, Thursday, and Friday. Students also may be scheduled for individual conferences, and they will be expected to spend considerable time in independent study. Figure 3 illustrates a possible distribution of time in a flexible schedule. Usually the schedule is repeated each week, although it may be programmed on two-week cycles or any other combination of days as well.

Large Group Instruction. For foreign language learning, theorists and practitioners agree that the large group has limited applicability. It may be effective for presentation, but it is a poor format for interaction. Large groups may view films, skits, and plays, or take tests, or listen to lectures and panel discussions.

Other media as well as film offer some possibility of involving large numbers of students in worthwhile learning exercises. The San Diego Schools, in California, for example, used transatlantic telephone lines to allow students to interview Germany's vice-president.[4]

For years television has been used successfully to present material to almost unlimited

FIGURE 3 – Flexible Schedule D[5]



numbers of students and also to exact and confirm responses of the viewers. The advantage of television is that it can create the illusion of small group and even individual instruction, although it is a mass medium.

Teacher presentations to large groups often include transparencies, and students may be provided with outlines and response forms to help improve their note-taking techniques and increase their attention span.

Intermediate Group. Under flexible scheduling, teachers use groups of 30 for orientation to small group and individual study, for presentation of material, and for mass mimicry. In those schools that have decided against large group instruction, and many have, the activities suggested above for large group use are conducted in the intermediate group.

Small Group. Many teachers are enthusiastic about the opportunity to work with small groups of students. Sometimes the students are homogeneously grouped, sometimes heterogeneously. Students may be grouped according to interests or abilities. Some groupings may be continuing; other groups may be formed to satisfy a particular learning task and then dissolved. The small group is essential for developing speaking skills. It permits the timid as well as the bold to participate. Both students and teachers benefit because they can focus on a pronunciation point, grammar element, or any other obstacle that is pertinent to a certain group of students without wasting the time of others who already have mastered the point under discussion.

Individual Instruction. Because neither the student nor the teacher is scheduled as heavily as in a traditional schedule, the individual learner can arrange conferences with his teacher to discuss special learning difficulties and plan special projects. Extremely popular teachers may find that students request a conference or just drop by. Most teachers, however, have found that they must initiate the conference and that it must be scheduled, not left to chance.

Independent Study. It is in independent study that flexible scheduling has had its greatest failures and at the same time has made the greatest progress. Flexible scheduling is designed to place the responsibility for learning where it belongs, upon the student. Experts have theorized that students would welcome the chance to learn what they wished at their own speed and without teacher supervision. However, a continuing concern in schools using flexible schedules is that many students waste independent study time.[6] As a result many schools have reduced "unstructured time" for all students, or at least for those who do not manage it well.

Orientation to Independent Study. Foreign language teachers find that they must carefully condition students to undertake the new responsibility for their own learning. Students must feel pride in the fact that they do not require "spoon feeding"; on the other hand, they must not feel abandoned by the teacher. They need a gradual approach to independent study, an approach that teaches them techniques of study by beginning with short independent assignments, such as worksheets, advancing to single concept learning packages, and eventually planning independent projects and even research.[7]

Worksheets. The worksheet has the virtue of brevity. It can be prepared easily by the teacher to meet a one time instructional need; it also may be used as part of a series developed to accompany an instructional system. The worksheet usually contains fill-in exercises as well as multiple-choice and true-false questions on material heard or read; it may provide cues for mimicry-memorization. The worksheet has the following characteristics:

1. It should have objectives known to both teacher and student. What precisely is to be learned? To what degree?
2. It may be directed toward developing one or more of the four skills.
3. It must clearly explain what the student is to do.
4. It should direct the student to learning problems, i.e., specific grammar points or pronunciation problems.
5. The worksheet should contain the key information needed to do the exercise or refer the student to a particular source.
6. It should require the student to practice the skill to be learned. (Some worksheets assign tape practice but fail to indicate why the student cannot simply read a written tapescript.)
7. The worksheet should enable the student to present some tangible evidence to the teacher that he did the exercise.
8. The student should be provided with knowledge of results, that is, confirmation or correction.
9. The worksheet should lead to group activities that "test" individual learning.
10. The worksheet should be followed by additional practice if the performance criteria are not reached.

Learning Packages. The advent of flexible scheduling has encouraged the development of learning packages called Minipacs, Unipacs, and Learning Activity Packages (LAPS). They are sets of learning materials designed for independent study, and they may be integral parts of a course or supplementary (enrichment or remedial) elements. Typically, a foreign language "package" contains a statement of major concepts and subconcepts to be learned, behavioral objectives, a pretest, learning activities, and a posttest. Often the package asks the students and teacher to evaluate the materials, offers teaching suggestions, and proposes one or more quest activities (i.e., independent projects) for interested students.

A refined model for the development of learning packages has been written by the Institute for Development of Educational Activities.[8] This organization is building a

Unipac Bank from which contributors may acquire Unipacs that have been produced elsewhere.[9]

A number of Minnesota schools have developed Unipacs and other learning kits for independent study. For further information, readers may write to the foreign language departments of a number of school systems.[10]

Other schools are currently developing instructional programs that are based to a large extent on independent study. The German Department of Live Oak High School in Morgan Hill, California, has organized ungraded classes that work on independent study packets. Students may progress through two levels at their own rate and then move into special interest areas. The school offers over forty areas of specialization for the advanced students.[11]

Hughson Union High School, in California, uses an open lab concept and Learning Activity Packages (LAPS) in their ungraded program for teaching French, Portuguese, and Spanish.[12]

Nathan Hale High School in Seattle, Washington, has developed a modification of the seven-period day reported earlier. At Nathan Hale, students attend four 55 minute sessions in each subject plus one long, 95 minute session in a seven-day teaching cycle. Typically two teachers team teach a total of 60 students. A single teacher leads two sessions each week that are large group meetings; an additional large group session is held in the language laboratory. One session is held for two intermediate groups (30 students), and one period is a mixture of large group (tests) and individual study and conferences.[13]

A further development at Nathan Hale is the introduction of seminar classes that emphasize individualized instruction, individualized recitation and group interaction, and extensive laboratory use. The syllabus for each course contains a description of the seminar program, a reading list, a description of the particular course, a study contract, and study plans for each unit of work. Specific dates are given for activities, such as general and group meetings, movies, and other presentations. Each student keeps his own attendance, receives grades based on performance, and is promoted on completion of a given level.[14]

The staff of McCluer High School in St. Louis County, Missouri, has written an entire two-level nongraded performance curriculum emphasizing individualization of learning but incorporating small group activities and team teaching. The curriculum, based on two widely used audio-lingual texts, incorporates orientation for students, continuing guidance for the learner, worksheets, and tape lessons. Students have large and small group sessions, individual conferences, and independent and/or group study. Planning for this innovative program also included a careful study of necessary teaching spaces, equipment, and materials, as well as staff. An interesting pattern of differentiated staffing was developed. It included a master teacher, "staff" teacher, native teacher aide, laboratory technician, and secretary.[15]

Finally, the Foreign Language Innovative Curriculum Studies (FLICS) Project has produced a number of "minicourses" based on filmstrips, slides, and tapes. Although they primarily are enrichment materials, they illustrate a way in which audio-visual materials can be organized for independent study.[16]

Similarly, other schools have developed combinations of slides, tapes, and worksheets that supplement the regular course of study. Students work with the materials in a foreign language resource center.

"Demand" Scheduling

A few years of experience with flexible scheduling plans has proved that, despite their name, such schedules can be quite inflexible. For example, the date for a large group

session is scheduled, and it comes inexorably whether student progress has reached the proper point or not. It is similar to rigid language laboratory schedules, because one can become the victim of a schedule that, planned months in advance, cannot take into consideration vagaries in student learning rates, varying difficulties of subject matter, pep fests, fire drills, and many other factors that impinge on day-to-day progress.

Such concerns have caused some school systems to develop scheduling plans that retain the advantage of formal flexible schedules, such as the Stanford Plan, but that allow the teacher to modify his teaching according to day-to-day needs in his own classes.

Some schools have decided that the traditional schedule was not as inflexible as it seemed and that flexibility is a state of mind rather than a scheduling formality.

Thus, Gunn High School in Palo Alto, California, schedules students into foreign language classes on a daily 45 minute period. Students work with individual contracts in the language laboratory, but several times each week they spend portions of the classroom period in small-group sessions with the teacher or a teacher's aide. Aides are selected from advanced classes and receive further credit in the language for their teaching. When desirable, the teacher can show a movie or schedule some other activity for his entire class.[17]

Another type of demand scheduling particularly popular in the junior high school is "block" scheduling. In this pattern a two-hour block may be set aside for three subject areas (i.e., English, social studies, and foreign language). The three teachers work as a team in coordinating the subject matter and dividing up the available time. While the schedule very often results in shortening the amount of time for English and social studies so that foreign language can be added, many opportunities exist for interdisciplinary cooperation and they will be used increasingly. An important feature of this block schedule is the possibility of preempting all of the available time on a given day for a single subject area or a major interdisciplinary presentation. Lectures, field trips, feature films, and major tests are only a few of the possible activities.

Farmington High School, in Connecticut, schedules all students of a given level into class at the same time (back-to-back scheduling) and provides them with materials that permit them to progress at their own rate. Teachers are assigned to groups of students internally by the department. Grouping and regrouping of students is also the responsibility of the department.

> "Student progress is judged by department achievement tests so that there is a constant for such evaluation. A student may take as long as he needs for mastery of a unit, and progresses to the next unit when he is ready for it. Some students may need more or less than the standard school year to cover a 'level' of language learning. Some of our students have needed two school years to finish the work of a normal Level I course. Credit for graduation is based on each year of study; for college entrance it is assigned on the basis of completion of a level."[18]

The school reports a significant change in teacher attitude. Teachers no longer feel the pressure to "finish" the textbook. They can allow each child the time he needs to master the material.

Problems in Foreign Language Instruction Related to Flexible Scheduling

Innovations are undertaken to solve old problems but often result in creating new ones. This is true of flexible scheduling. Concerns expressed about flexible scheduling include the following:[19]

1. How does one use large group instruction effectively for teaching a foreign language?

2. How can technological media, including the language laboratory, best be used? Can students learn independently from media other than books?
3. Can the various group and individual activities be linked into a cohesive instructional system?
4. How does one make up for the loss in actual instructional time so that learning will not suffer?
5. Can ways be devised so that students will use wisely the individual study time available to them?
6. How can the schedule be modified to fit instructional needs which unexpectedly but inevitably arise?

Advantages of Flexible Scheduling for Foreign Language Learning

Flexible schedules have undeniable advantages for foreign languages. They include the following:

1. They open up the school day so that students may elect more subjects than in the traditional schedule, thus reducing competition between foreign languages and other electives.
2. They provide the opportunity for teachers to work with small conversation groups and with small groups who have other special instructional needs or interests.
3. They make it easier to justify continuing classes with small enrollments and even individual study programs. Since the burden for learning falls upon the student, he can invest the amount of time and effort that his goals justify. Maintenance of skill courses can be scheduled, as can a wider variety of special interest courses.[20]
4. Staff members with various strengths can be used where they will most benefit instruction. At the same time teams can plan teaching strategies and duties that can be performed by paraprofessionals, such as teacher's aides and clerk/typists.
5. Special facilities, such as language laboratories and learning centers, can be used more readily.
6. Instruction may be more easily individualized than in the conventional schedule.

Foreign Language Achievement in Flexible Schedules

Opinions differ regarding achievement in flexibly scheduled schools. Allen and Politzer show that most teachers contacted in their study felt achievement had suffered in classes on flexible schedules.[21] Alexander and Hines report no significant difference between a French class that met five days per week with a teacher and a class that met only twice a week and spent the rest of the week in independent study.[22]

Other studies have indicated that with proper materials the language laboratory can be used for many activities regularly performed by the teacher.[23]

However, one does not adopt a flexible schedule for the purpose of increasing subject matter achievement. One may even settle for somewhat less in overall achievement in order to gain the advantages cited earlier. The fact that large numbers of students become self-reliant learners may alone justify the change from the extremely teacher-centered organization of the past.

Special Foreign Language Needs in Flexible Schedules

In all courses teachers find that the new schedules call for a restructuring of the curriculum to fit the new time allotments. Teachers need to develop new teaching strategies to teach groups of various sizes effectively. They need to buy and develop many materials, particularly those suitable for individual study, and they need new facilities in which the student may work. The following needs have been specifically noted:

1. Workbooks and/or programmed materials are helpful for learning to read and write the foreign language.[24]
2. Worksheets for listening and speaking make practice in the language laboratory more effective.[25]
3. Filmstrip or slide/tape units and films that can be used for individual learning need to be identified.
4. Provision must be made for students who are unable to use the freedom accorded them in the flexible schedule wisely.
5. Equipment that students can operate must be purchased for independent and small group learning from filmstrips, slides, tapes, and films.
6. New kinds of learning spaces must be provided that can house the equipment and materials. The foreign language resource center is a new learning facility in which students can learn from print and non-print materials.[26]
7. The new facilities must be adequately supervised.
8. Adequate lead time must be provided to plan the new program, purchase the necessary equipment and materials, and develop those materials which are necessary but not available commercially.[27]

The Role of the Foreign Language Teacher in Flexible Schedules

Implicit in flexible schedules is a new role for the teacher. He no longer holds the center of the stage as the main actor in the classroom drama. Instead he moves to the wings and becomes the director of the action. The teacher tries to motivate the student, helps provide him with the techniques and materials for learning, and helps the student evaluate his progress. He takes an active role in leading conversation groups in elementary groups and seminars for advanced groups. Much more of his time now is spent in planning, curriculum writing, preparing materials, and otherwise preparing an environment for learning.

The Quarter or Semester Plan

As noted earlier, one of the continuing problems of sequences of foreign language in the United States is the sizeable attrition rate. Strasheim shows that of one hundred students who begin Level I of a foreign language in Indiana only six continue in Level IV.[28] Her figures are applicable to most states.

A new program of "equivalent" or "elective" foreign language courses is being designed to prevent the loss of students from foreign language courses. Students under this plan will be encouraged to choose from a wide selection of courses beginning in Level III. One school developing semester courses is Marshall University High School in Minneapolis, Minnesota. Students will choose courses, such as Conversation, Reading, Journalism, France Today, Deutschlandreise, and German Cooking.[29]

Advantages of the scheduling of quarter and semester courses are the following:

1. Students may choose the elective courses that appeal to their individual interests.

2. Students may choose forms of the course that focus on a skill or skills that they may consider most important or that they may learn most easily (i.e., reading).
3. Students do not have to spend the entire year with one teacher and one group of students. They can choose a new course taught by a different teacher with new classmates each twelve weeks.
4. Even beginning courses can be repeated during the year. Thus failing students need repeat only a quarter of work, and transfer students and returned dropouts can enter the sequence where their proficiency determines.

A quarter plan may divide the regular school year into three quarters with an optional fourth summer quarter. Another variation of the quarter plan might divide the regular school year into four nine-week quarters. In one quarter the student would be released from regular class work for elective educational activities in programs sometimes called learning laboratories. Foreign language departments might offer language houses, foreign study experiences, or independent projects to interested learners.

Future Needs

Allen and Politzer made recommendations to the profession regarding the teaching of foreign languages in flexible schedules (see Appendix A). The present literature does not indicate that any systematic attempt has been made to follow many of the proposals. Scattered attempts to create suitable materials for independent study are just beginning to appear. Most of them feature semiprogrammed print materials and recordings. Accompanying visuals are rare. However, there is a rising tide of enthusiasm that indicates that revised curriculums and changed teaching practices are successfully replacing those that were unsatisfactory in the early days of flexible scheduling. Up to the present, development efforts are largely financed by federal grants. Eventually the large financial resources of the publishing industry will recognize that a sizeable market is awaiting their production of learning packages that will emphasize individualization, or at least individual pacing, of instruction. Until then, a great many teachers working alone or in small groups are going to duplicate each other's efforts unless a more efficient method of sharing materials can be developed.

APPENDIX A

Recommendations and Suggestions of the Conference on Flexible Scheduling and Foreign Language Teaching

1. A flexible schedule should not be adopted before the specific goals to be achieved and the alternatives in grouping arrangements and time patterns have been thoroughly discussed and understood.

2. Traditional and flexible programs should be compared for relative effectiveness and efficiency and for relative motivational and holding power; effectiveness should be analyzed in terms of various achievement scores.

3. Teacher-training programs need to be developed to acquaint foreign language teachers with the problems and potentials of self-instructional courses and the division of labor between teacher and teaching machine.

4. Behavioral objectives need to be restated and ordered, with periodic revisions based on classroom experience and research findings. Clear-cut performance criteria for achievement on various levels of the foreign language curriculums must be determined.

5. Research is needed to determine whether alternatives in time patterns change the objectives or their order in the total program.

6. Multiple levels, tracks, and methodologies should be explored in order to differentiate instruction in terms of achievement of main objectives.

7. Minimum criteria for entry need to be established for each level of instruction.

8. Systematic use of a differentiated staff should be investigated, including the use of non-certificated personnel.

9. Guidelines should be established for the use of various instructional patterns in various sizes and types of instructional groups so that appropriate behavior patterns and activities may be differentiated for the large group, small group, laboratory, and independent study.

10. Motivational factors and appropriate activities need to be identified for the large group.

11. Research is needed to explore the precise potential of individual study and the language laboratory as the focal point for language instruction, supplemented by small group instruction for the monitoring of student progress.

12. The use of open and closed laboratories should be investigated using flexible scheduling.

13. The development and use of instructional materials (including video-tape and programmed learning programs) should be encouraged in flexible curriculums; groups of schools might cooperate in the development and initial use of such materials.

14. Alternate arrangements of time patterns should be studied in order to establish different alternatives in the spread of instructional time and the necessary amount of teacher-pupil contact time at the different levels and to delineate maintenance doses for pupils who have reached a desired proficiency level.

15. While the optimal arrangements of time patterns are subject to investigation (see 14, above), it seems, nevertheless, quite clear that the large amount of functional drill necessary for acquisition of language skills makes it inadvisable to use flexible scheduling in such a way that it results in a reduction of contact time during the first or second levels of the curriculum.

16. Alternatives in grouping arrangements should be explored along with new alternatives for the recycling of students as their achievement differs from their group norm; in other words, various types of pacing need to be tried and compared.

17. Flexible scheduling should be used to allow students to elect different types and concentrations of foreign language instruction depending upon the degree of proficiency desired as well as the students' talents and interests.

18. Differentiated language instruction should be explored in order to determine the point at which specialized study should differ in proficiency from general educational objectives.

19. Certain variables should be controlled for experimental study (e.g., the same instructional procedures tried in different group arrangements).[30]

FOOTNOTES

1. Julia Gibson Kant, "Foreign Language Offerings and Enrollments in Public Secondary Schools, Fall 1968," Foreign Language Annals, 3 (March 1970), 400.

2. George A. Scherer, "Use and Misuse of Language Laboratories," German Quarterly 38 (May 1965), 335.

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10. Bloomington (Minnesota) Public Schools; Minneapolis (Minnesota) Public Schools; Robbinsdale (Minnesota) Public Schools; White Bear Lake (Minnesota) Public Schools.

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12. For further information write Jerry W. Carpenter, Curriculum Director, Hughson Union (California) High School, P. O. Box 98, 7419 East Whitmore Ave., 95326.

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